**Reach for the Stars**

*Lesson Plans for week of July 28-August 1 (Week 4)*

*Team*: Jenn, Marcus, Dean, Juliana, Kervin

*Habit of Mind this week*: Creativity

*Objectives for the week*. By the end of the week, students will be able to:

* Give a timed and controlled 60 second presentation on last week’s Habit of Mind (Thinking and Communicating with Clarity and Precision)
* Participate in a Roundtable Discussion on questions related to this week’s Habit of Mind (Creating, Imagining and Innovating)
* Participate in the development of presentation of a PEST Analysis of a TED talk and how it related to this week’s Habit of Mind
* Participate in a Roundtable Discussion about college readiness and career interests, following a scaffolded self-evaluation with sentence starters
* Write original sentences with new vocabulary words taken from the readings
* Participate in the development of presentation of a SWOT Analysis of the Gabby Douglas reading
* Create an innovation or invention using the Rich Images teaching tool, write a 5-paragraph outline on it, and present the outline in groups
* Participate in a next-tier Fishbowl Discussion (third time, third tier of independence)

*Monday, July 28 activities*

8:30-8:50

1. Take attendance. Explain objectives for the day.
2. Debrief MFA visit. NO NOW and share with partner.

What did you learn from the museum visit? Explain something in specific.

What period of art did you like best (European, American, Asian, Ancient, Egyptian, Roman, etc.)?

How can you relate something you say to last week’s Habit of Mind theme of Clarity and Precision?

8:50- 9:20

Debrief last week’s Habit of Mind: Thinking and Communicating with Clarity and Precision: 60 SECOND SPEECHES. Students develop speeches. Practice them in pairs for time and content. Switch again. Then some in front of the class. follow up on Metacog how the activity itself is an exercise in the Habit of Mind.

Directions: You will write a 60 second speech in which you will explain tow things:

1. Why it is important to think and communicate with clarity and precision

2. Describe three things you learned last week that will help you think and

Communicate with clarity and precision

9:20-9:40

Introduce new Habit of Mind for this week: Creating, Imagining and Innovating.

Informal Roundtable Discussions. Follow on plenary. Questions for the students:

Do you consider yourself a creative person?

What activities can you think of that are creative? Do you enjoy any of them?

Why do you think that being creative is important to learning?

9:40-9:50

Watch this TED talk (7 minutes) about a boy from Africa named Richard Turere give a presentation entitled “My invention that made peace with lions”:

(<http://www.ted.com/talks/richard_turere_a_peace_treaty_with_the_lions>). Here is one with subtitles: http://hbr.org/2013/06/how-to-give-a-killer-presentation/ar/1

9:50-10:20

Comprehension and Discussion + PEST Analysis (Put class in four groups)

1. How is this speech related to this week’s Habit of Mind: Creating, Imagining and Innovating?

2. What was the problem that the boy wanted to resolve?

3. How did he resolve it?

4. Explain how this boy presented his speech (organization and content)

5. What did you learn about his cultural background?

NOW to explain the P(olitical), E(conomic), S(ocial) and T(echnological) aspects of this boy’s invention, give one letter to each group and have them develop their ideas.

10:20-10:30

Snack break

10:30-10:50

Continue with PEST preparation, and then present in order, in four new groups. Follow up on plenary with Metacog.

10:50-11:10

Vocab prep for Reading “Big Drinks are Back”. In groups, students figure meaning and then write sentences with the words. Use board for correction. Vocabulary list (write on board): *beverage, consume, retailer, targeted, ruling, harm, mega-sized, ban* (these definitions should also be written in the Vocabulary Logs)

11:10-11:20

Reading of “Big Drinks are Back”, Reader 63-65. In pairs, aloud.

11:20-11:40

Questions generation in pairs on the text: Students should create 3-tier questions (content, opinion, expansion). Explain and scaffold for the class (and that BOTH students need to write the questions in their Journals)

11:40-12:00

Put in new groups of three and have discussion on the questions

*Tuesday, July 29 activities*

8:30-8:50

1. Take attendance. Explain objectives for the day.
2. DoNow (prep for trip), then Turn and Talk. Questions:

Why is it important to do well in school?

Why is it important to go to college?

What do you want o study in college?

8:50-9:10

Do the “When I am older…” on p 77 of the Reader. The answers should be written in full sentences in their journals.

9:10-9:30

Roundtable Discussions on answers.

9:30-9:45

BU trip prep (Dean)

9:45-10:00

Snack break and go to bus for BU trip

*Wednesday, July 30 activities*

8:30-8:50

1. Take attendance and explain objctives.

2. DoNow: write in Journals and Turn and Talk:

a. Do you like to write?

b. Have you ever written a poem or a short story?

c. Do you keep a personal journal?

d. What is the importance of keeping a journal?

8:50-9:05

Activating background knowledge for Anne Frank discussion. In four groups (one instructor in each group), consider the major countries involved in WWII, the role of the United States and, if you can, how the Jews were isolated by German forces.

9:05-9:30

Vocabulary preparation. These are key vocabulary from the Anne Frank website to help prepare the students for the reading. Write the words on the board: *deported, concentration camp, crisis, threat, emigrate, attempt, invade, surrender, annex, headquarters, human rights*. Have the students work in groups of three to define the words. Go over with class. Have the students write the words in their Vocabulary Logs. Give a sentence to each pair. Have that pair make a sentence and then write the sentence on the board. Plenary for ELL correction.

9:30-9:45

Reading the Anne Frank text: This a website about the life of Anne Frank, from [AnneFrank.org](http://AnneFrank.org) <http://www.annefrank.org/en/Anne-Frank/Anne-Franks-history-in-brief/>

Including the Introduction, there are nine sections. Have the students read to themselves the text. (XEROX pages 57-59 of LITERACY Curriculum Reader).

9:45-9:50

Watch “Anne Frank – The Only Known Video” (less than two minutes)

<https://www.youtube.com/watch?v=qyFW7GMqcdI>

9:50-9:55

Preparation for Harkness Discussion on Anne Frank. Read this to the class: “Many people discover the joy of writing in their lives, but not everyone does when they are as young as Anne Frank. Some people start writing when they are adults, or even when they retire. The importance is to discover this interest and talent at an early enough age to develop one's full potential. There are many different types of writing: essays, poetry, novels, short stories, blogs, plays, writing letters, writing emails, keeping a diary, writing newspaper articles, etc. In college writing is very important. People discover their talents creatively and analytically. You need to be able to write clearly in college to be successful, even if you are a creative writer. This is why it is important to learn how to think and communicate with clarity and precision. Many people even make a career out of writing, while others are “recreational” writers throughout their lives.”

9:55-10:20

Harkness Discussion on Anne Frank, Habit of Mind (Creativity and Innovation), and College and Career Readiness. TWO separate and simultaneous discussions. (scaffolded). **Write the following question on 3 x 5 cards** (one question on each card) and give them to the students for the discussion (one student per question): What did Anne Frank say about her gift of writing? How is Creativity important to Anne Frank? Do you like to write? What jobs are there after college that involve writing? Would you be interested in pursuing a career that involves writing? What did you learn about Anne Frank? Wheat did you learn about writing from what you just read and watched? What types of writing are there?

10:20-10:30

Snack break

10:30-10:40

Watch Barbara Walters 5 minute YouTube video on Gabby Douglass:

<https://www.youtube.com/watch?v=zQISYlWzaHg>

10:40-10:55

Prep for gabby Douglas reading: Conversations in small groups:

**XEROX**:

1. Do you know anyone who is really good at a sport?
2. Do you like sports? Do you like gymnastics?
3. Did you watch any of the London Olympics on TV? Have you watched the Olympics before?
4. Did you know anything about Gabby Douglas before today? If yes, what?
5. Were you surprised to hear that Gabby was homeless at one time?
6. What other things about Gabby’s life do you think were difficult?
7. What kind of person do you think Gabby is? Do you know anyone who has the same type of personality?

10:55-11:10

**XEROX**. VOCABULARY. In pairs, fill in the blanks with the correct vocabulary word. Write the words you don’t know in your Vocabulary Log.

**Vocabulary**

taunted (*teased; made fun of*)

allegations (*accusations*)

hardships (*problems, difficulties, obstacles*)

unrelenting (*without stopping; describes something negative*)

perseverance (*willpower, determination, persistence*)

unscathed (*not hurt or negatively affected*)

transform (*to change*)

demanding (*describes something very difficult to do or accomplish*)

ranks (*classes or levels of something*)

homesick (*to miss your home; to want to return to your home or family*)

*Exercise to do in pairs:*

1. One of the few African Americans in the sport of gymnastics, Douglas claimed she was cruelly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by her former coach and teammates at Excalibur Gym, in Virginia Beach, Va.
2. In an emailed statement, Excalibur denied the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and insisted that management never received any report of Douglas being bullied.
3. “Yes I’ve had a lot of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in my life and in my career, but I never let that hurt what I do in the gym.”
4. Experts often cite such \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ drive as a key personality trait in top athletes such as Douglas.
5. Andrea Corn, a Florida sports psychologist and co-author of “Raising Your Game,” said Douglas’ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and ability to bounce back after disappointment have played a big part in her success.
6. “No athlete goes through life \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It’s how they respond when something doesn’t go their way on or off the field that makes all the difference,” she said.
7. The ones that can shake off those negative emotions and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ them into something they can use, they have a gift and are the ones who do best.”
8. Because gymnastics is such a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sport, Chow added, any athlete who hopes to rise up the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ must have the same sort of attitude as Douglas or they won’t last.
9. She’d been living away from home with a host family in Iowa for nearly two years so she could train with Chow—one of the most renowned coaches in the sport—and she was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

11:10-11:25

Read about Gabby Douglas, Reader 66-71

11:25-12:00

SWOT on Gabby Douglas reading (Strengths, Weaknesses, Opportunities, Threats). Give one letter to each group and have them develop their ideas, and then present in order, in four new groups. Follow up on plenary with Metacog.

*Thursday, July 31 activities*

8:30-8:50

1. Attendance and explain objectives

2. DoNow and Turn and Talk (related to video and Creative Workshop)

Are you creative?

If you could invent something, what would it be?

How would you let others know about your invention?

8:50-9:00

Watch TED talk on child innovator and creative designer Maya Penn (7 minutes)

<http://www.ted.com/talks/maya_penn_meet_a_young_entrepreneur_cartoonist_designer_activist>

9:00-9:15

Group talks (4 groups) on Maya Penn video: What did you think of her speech? How has she expressed her creativity? When is it important to start being creative? Can someone make money by being creative? What sort of college majors involve creativity? What sort of jobs can you get with your creativity?

9:15-9:25

Plenary review on structural components of a 5 paragraph essay

9:25-10:00

Individual development of a creative innovation in Journals. Using the Rich Images learning tool, draw something that you would like to invent, or something that you would like to do with your creativity. It can be one drawing or a series of drawings. Below the drawing, write an OUTLINE of how you might present this idea in a 5-paragraph essay (scaffolded).

10:00-10:15

Presentation in groups of three of Rich Images and Outline format

10:15-10:30

Snack break

10:30-11:00

Presentations of some Rich Images ideas to the class (scaffolded conversion from 5-paragraph format to make connections between the written and the spoken word). Team prep support for one person in team to present. That team backs up the presenter. Scaffolded.

11:00-12:00

Yoga in the gym

*Friday, August 1 activities*

8:30-8:50

1. Attandance and explain objectives

2. DoNow:

Why do so many people want to come to the United States?

What are some things in USA has that may not be found in other countries?

What happens when people aren’t able to meet their basic needs?

8:50-9:05

Read “Bringing Eyeglasses to the Third World” in Reader 72-75

9:05-9:30

Fishbowl Discussion on “Bringing Eyeglasses to the Third World”

(can use the following questions, perhaps write them on 3 x 5 cards), or more open questions can be created (i.e., What parts of the world are in need of help, and what can be done? (thinking about creative and innovative ways to help them)

**XEROX**

1. How did Janice Guzon discover that very few people in Third World countries wore eyeglasses?
2. Why couldn’t Janice’s aunt from the Philippines get a job? Why couldn’t she pay for glasses?
3. Why are eyeglasses so “expensive” in Third World countries?
4. How many people in the world suffer from poor eyesight?
5. Janice believes that if people have better vision, then their economic prospects will also be improved. What are “economic prospects?”
6. What is a **lensometer**? Why is it so important to the work being done by EYEsee?
7. Why is it important for EYEsee to get personal stories of people whose lives have been improved by having eyeglasses?
8. Now that Janice has graduated from high school, what does she plan to do at her college?
9. What does it mean to have access to important resources?

9:30-9:45

Prep for Boston Improv visit

9:45-10:00

Snack break

10:00

Leave for Boston Improv visit